HOME ECONOMICS

CLOTHING

GRADES SEVEN TO NINE

OBJECTIVES:

1. To develop an understanding of the construction of simple garments suitable for a junior high school girl.
2. To stimulate the wise selection of garments.
3. To encourage habits of good grooming and the care of clothing.
4. To give an understanding of the relation of clothing to the maintenance of health and personal appearance.
5. To set up standards for the selection of material and clothing.
6. To help the girl understand the cost of her clothing in relation to the clothing budget.
7. To develop skill in the construction of garments.
8. To develop an appreciation of the importance of thorough, efficient workmanship.
9. To develop an appreciation of what it means to be well dressed.
10. To develop an interest in helping with younger children's clothes.
11. To develop worthy use of leisure time.
12. To plan and make inexpensive gifts for members of the family, friends, neighbors and others.
13. To develop skill in the operation of the sewing machine.

CONTENT:

A. Factors considered in planning a garment.
   1. Kinds of garments.
      a. shorts
      b. blouses
      c. skirts (cotton and wool)
      d. pajamas
      e. aprons
      f. slips
      g. dresses
      h. children's clothing
   2. Influencing factors.
      a. Clothing on hand
      b. Clothing needed
         (1) social demands
         (2) season & climate
         (3) age
         (4) activity
   3. Cost
      a. Home made vs. ready-to-wear.
   4. Materials
      a. Cotton
         (1) prints
         (2) muslin
         (3) broadcloth
         (4) plaids
         (5) chambray
         (6) pique
         (7) nainsook
         (8) gingham
         (9) gabardine
         (10) Indian Head
         (11) voile
   5. Quality of fabric.
      a. Durability
      b. Fading

- c. shrinking
- 6. Difference in materials.
  - a. Fabric
  - b. Weave
  - c. Finish
  - d. Cost
- 7. Color in relation to dress.
- 8. Color in relation to individual.
  - a. Complexion
  - b. Eyes
  - c. Hair
  - d. Figure
  - e. Age
- 9. Lines in relation to dress.
  - a. Lines of the body in relation to dress
    - (1) types of individuals
      - (a) tall, thin
      - (b) short, thin
      - (c) average
      - (d) tall, stout
      - (e) short, stout

B. Habits of work.
- 1. clean hands
- 2. correct method of handling scissors
- 3. correct position of holding material
- 4. care of material
- 5. use of thimble
- 6. use and care of machines
- 7. orderliness of work
- 8. correct sitting position

C. Steps in construction of garments.
- 1. selection of pattern
  - a. Buying (according to size)
- 2. selection of material
  - a. Material suitable for garment chosen
- 3. method of estimating amount of material
- 4. study of pattern
  - a. amount of material
  - b. understanding directions
  - c. testing and altering
  - d. folding cloth for placing pattern
  - e. placing of material according to weave and economy
  - f. care in using and folding material after use
  - g. cost
  - h. straightening cloth
- 5. cutting
- 6. planning construction processes
  - a. seams, kind and uses
    - (1) plain
    - (2) flat fell
    - (3) French

7. Construction processes
   a. seams
   b. basting
   c. fitting
   d. alteration
   e. finishing
   f. bands (skirts)
   g. plackets and zippers
   h. hems
   i. facing
   j. bindings
   k. yokes
   l. belts
   m. sleeves
   n. collars
   o. cuffs
   p. fasteners, snaps, etc.
   q. pressing
8. Criticism of garment
   a. Suitability of design to person
   b. Selection of materials
   c. Construction
      (1) appearance on person
      (2) workmanship
   d. Cost
   e. accessories
9. Clothing for children
   a. Planning
      (1) needs
      (2) materials
          (a) season
          (b) climate
          (c) health
      (3) pattern and design
          (a) comfort and simplicity
          (b) ease in laundering
          (c) ease in making
          (d) ease in dressing

7th grade

pajamas	towels
aprons	laundry bags
skirts	pot holders

8th grade

cotton blouses	shorts
cotton skirts	shoe bags
jumpers	utility bags

9th grade

skirts and bolero jackets (cotton)
skirts (wool)
dresses (cotton)
jumpers
pajamas
needlecraft project

FOODS

GRADES NINE TO TWELVE

OBJECTIVES:

1. To develop an appreciation of the relation of foods to health.
2. To encourage the development of good health habits.
3. To develop the ability and the desire to share in the responsibilities of the family group.
4. To develop ability in individual and group work.
5. To develop an understanding of some of the problems in caring for a kitchen.
6. To develop interest in the use and care of some of the electrical appliances used in a kitchen.
7. To give an understanding of the principles of food preservation.
8. To develop the ability to can some foods.
9. To develop the ability to judge when it is worth while to can fruits and vegetables.
10. To develop the ability to plan, prepare and serve simple, wholesome meals for the entire family.
11. To develop interest in the use and care of common appliances in caring for the kitchen.
12. To develop skill in selection of right kind of foods in order to balance the daily diet.
13. To develop the desire to be a gracious hostess.
14. To develop the ability to purchase and prepare food economically.

CONTENT:

- A. Study and explanation of foods room.
  - 1. Equipment
  - 2. Care
  - 3. Use
  - 4. Arrangements
- B. Washing dishes.
  - 1. Order
    - a. Glasses
    - b. Silver
    - c. China
    - d. Utensils
  - 2. Rinsing
  - 3. Care of towels
- C. Stoves.
  - 1. Use and care.
- D. Refrigerator.
  - 1. Use and care.
- E. Measurements.
  - 1. Tablespoon; fractions.
  - 2. Teaspoon; fractions.
  - 3. Cup; fractions.
  - 4. Abbreviations
  - 5. Accuracy
- F. Foods suitable for breakfast.
  - 1. Fruit
    - a. Value in daily meals.
    - b. Kinds.
    - c. Care and selection of fresh fruit.
    - d. Ways of preparing and serving.

2. Cereals
   a. Common food.
   b. Cheap food.
   c. Food value.
      (1) prepared
      (2) uncooked
   d. Preparation
3. Eggs
   a. Care
   b. Food value
   c. Cost
   d. Preparation
4. Breads
   a. Quick breads
   b. Varieties
5. Beverages
   a. Kinds
   b. Food value
   c. Preparation
6. Milk
   a. Food value
   b. Amount needed
   c. Use of breakfast
7. Breakfast Preparation
   a. Planning menu
   b. Cost
   c. Time
   d. Type
   e. Planning work
   f. Division of work
   g. Serving breakfast
   h. Setting table
   i. Family service
8. Table Etiquette
   a. Use of silver and china
   b. Table talk
   c. Ways to eat various foods

G. Selection and Preparation of home lunches.
1. Soup
   a. Food value
   b. Economic value
   c. Kinds of soup
   d. Preparation of creamed soups
2. Meat Substitutes
   a. Eggs
   b. Milk
   c. Cheese
      (1) Kinds
      (2) How made
      (3) Food value
      (4) Preparation of cheese dishes
      (5) Serving
3. Vegetables
   a. Kinds
      (1) Starchy
      (2) Green

- b. Classification
- c. Food Value
  - (1) Body regulating
    - (a) Minerals
    - (b) Vitamins
    - (c) Cellulose
  - (2) Energy giving
  - (3) Body building
  - (4) Selection of vegetables
    - (a) Freshness of vegetables
    - (b) Season
  - (5) Amount needed daily
  - (6) Preparation of cooked and uncooked

4. Salads
   - a. Classes
     - (1) Light
     - (2) Heavy
   - b. Food value
   - c. Uses
   - d. Salad dressings
   - e. Method of preparation
   - f. Accompaniments—uses and kinds
5. Quick Breads
   - a. Use
   - b. Ingredients
   - c. Proportions of ingredients
   - d. Method of combining
   - e. Baking
   - f. Preparation of plain muffins
   - g. Variations of plan muffins
6. Desserts
   - a. Use and value
   - b. When to serve
   - c. Combination of foods
   - d. Types
     - (1) Fruit
     - (2) Gelatin
     - (3) Custard
     - (4) Frozen
     - (5) Pies
     - (6) Cakes
7. Preparation of luncheon
   - a. Planning of menu
   - b. Planning the work of the class
   - c. Preparation of luncheon
   - d. Serving of luncheon
   - e. Evaluation of luncheon

H. Food Preservation
1. Why foods spoil
2. Principles of food preparation
3. Methods
4. Selection of fruits and vegetables for canning
5. Storage of canned food
6. Commercial vs. home canned products, other uses for canning foods.

I. Dinners
   1. General Information
      a. Types
      b. Kinds of dinner dishes
      c. Dinner habits of pupils
      d. Combination of main dishes and vegetables
   2. Meats
      a. Cost
      b. Advantage and disadvantages
      c. Characteristics of good meat
      d. Structure
      e. Various cuts
      f. Principles of cookery
   3. Vegetables
      a. Classification
      b. Food value and how to retain
      c. Table for cooking
      d. Preparation of common vegetables in new ways
      e. Combination
      f. Cost
   4. Desserts
      a. Light
         (1) Frozen
             (a) Types
             (b) Preparation
             (c) Food value
         (2) Fruit
             (a) Kinds
             (b) Place in diet
             (c) Preparation
             (d) Serving
      b. Heavy
         (1) Pies
             (a) Ingredients
             (b) Characteristics of good pies
             (c) Kinds of crusts
             (d) Digestibility
             (e) Method of preparation
         (2) Cakes
             (a) Kinds and place in diet
             (b) Things upon which successful cake making depends
             (c) Variations
             (d) Kinds of icing
             (e) Home made U.S. bakery cakes
             (f) List of dishes, silverware and glassware
             (g) Plan for clearing away and dish washing
             (h) Evaluation
J. Relation of diet to personal appearance
   1. Underweight
      a. Means of over-coming
         (1) Sleep and rest
         (2) Well balanced diet
         (3) Regular eating
         (4) Regular air and sunshine
   2. Overweight

a. Reduce amount of sweets and fats
b. Increase fruits and vegetables
c. Increase exercise
d. Diet only under expert direction

3. Ways of eliminating skin difficulties
   a. Avoid excess sweets
   b. Practice habits of good elimination
   c. Increase daily amount of water
4. Ways of maintaining health
   a. Yearly physical examination
   b. Going to bed promptly when ill
   c. Right mental attitude
   d. Relaxation
   e. Fresh air
   f. Sleep
5. Good food habits
   a. Three meals a day
   b. Breakfast every morning
   c. Proper selection of food
      (1) regulation
      (2) practice
      (3) building
      (4) fuel
   d. Proper attitude toward food.